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ABSTRACT

For three weeks participants in a Seattle (Washington) seminar conducted an intensive review of school discipline problems that included a survey of all staff; a sample survey of students at three shcool levels; five community meetings; presentations by 61 individuals, agencies, or groups; a review of district statistics, practices, and procedures; and review of resource materials from a variety of sources. This report identifies the problems and makes recommendations for their timely solution. The report begins with a set of general observations that focus on points of special interest to the seminar. This is followed by a list of general principles that are the rationale for considering discipline as an educational mechanism. General recommendations and implementation recommendations are followed by specific recommendations in 21 areas. The format used states the problem and follows it with a numbered list of recommendations. The final section lists board of education policy recommendations concerning attendance, student conduct, retention, modification of policies governing readmission of students after disciplinary action, and restitution. (MLF)

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REPORT

DISCIPLINE SEMINAR

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Many individuals and groups assisted with this study of "discipline."

An 80-year-old former teacher called with this method she used for correcting tardiness.

The child stands in front of the room. All the other students point their finger at the child and recite the following:

A birdie with a yellow bill,
Hopped upon the window sill,
Cocked his shiny eye and said,
"Aren't you 'shamed you sleepy head!"

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A. INTRODUCTION

For three weeks, the Discipline Seminar participants have conducted an intensive review of discipline, including:

- Survey of all staff
- Sample survey of students at three school levels
- Five community meetings
- Presentations by 61 individuals, agencies, groups
- Review of District statistics, practices, and procedures
- Review of resource materials from a variety of sources

While the information indicates that we do have problems, they are not insurmountable and can be solved. Our data further supports the impression that well over 90 percent of the students in the District act in a responsible, self-disciplined, well-behaved manner. The District has an obligation to support their efforts by providing a safe and secure learning environment which enhances educational opportunities.

The following report identifies the problems and makes recommendations for their timely solution.

OBSERVATIONS

The immersion of the Seminar participants in the topic of discipline provided a perspective seldom seen in addressing School District problems. Competing points of view were commonly heard. The following set of general observations attempts to focus on points of special interest to the Seminar.

There is a great deal of interest from all parts of the school staff, students, and community in discipline.

Most of the parents express concerns about the 90 percent of students who are good school members. The major concerns are fairness and nurturing for students.

There are strong feelings on the part of parents, community members, staff, and particularly students, that certain unacceptable behaviors are tolerated when they should not be.

Two to three percent of the students cause almost all of the serious problems.

A general perception among community, staff, and students is that things are good in their own buildings and bad everywhere else.

The question of dual standards is an extremely sore point for students, community, and staff. Some of the problem is perception; some is communication; some is unawareness of the practice. Consensus exists that there must be fair and even-handed treatment, whether it is strict or lenient.

Many people and groups felt that discipline is inconsistently applied.

The danger of discussing an area such as discipline is that problems are highlighted. It is critical, therefore, to keep a perspective--90 percent of the students are functioning very well.

A great irritant is that staff who do not function well are not given clear messages about expectations and performance. Parents and students have strong expectations from the school and from the teacher. Their frustration is evident when these expectations are not met.

There may be considerable muddy thinking on the part of the staff in separating "sensitivity" and "flexibility" from limit setting. When staff talk about the need for flexibility they describe widely varying treatments for the same offense. One wonders what message the student receives.

There is a general tendency for everyone to pass responsibility to the next higher level, and to criticize the action taken if the desired decision does not result. This cannot work. Everyone shares the problem. Everyone must share in solving the problem.

Many of our schools are viewed as dynamic, well-disciplined, and effective. Others are not. There is a lack of tolerance for the few noneffective schools and for School District authorities who do not change this situation.

We have a real opportunity to upgrade our schools. There are discipline problems. There is interest and commitment in solving these problems. Positive action must start with the Superintendent and the Board. Everyone must be involved.

B. PRINCIPLES

The rationale for considering discipline as an educational mechanism requires reaffirmation of basic beliefs or principles. The following general principles have been extracted from "Design for the Future: A Long-Range Plan for Curriculum and Program Improvement in Seattle Public Schools."

"1. Guiding Principles

Guiding principles represent the "givens," the basic foundation of beliefs on which the total school system is built. The following principles specify these beliefs and establish the base for further planning:

1. *The general purpose of school is to pass on skills, knowledge, and information to succeeding generations.*
2. *The major mission of the School District is to provide academic instruction.*
3. *All students can learn and must take responsibility for learning.*
4. *Learning and self-esteem are interactive. Both are essential to good education.*
5. *Every school must be a good school. A good school is characterized by:*
   a. *A quality educational program*
   b. *An open and supportive climate*
   c. *Strong and enthusiastic leadership*
   d. *High expectations for students and staff*
   e. *Staff, student, community participation*
   f. *Individual personality and uniqueness*
6. *The principal must be the instructional leader.*
7. *The teacher is a guide, model, and counselor as well as a subject matter specialist.*
8. *The school is in partnership with parents in the education of children.*
9. *The School District shares with many other community institutions responsibility for providing services to young people.*
10. *The educational system influences and is influenced by the quality of life in the city."*

2. ASSUMPTIONS RELATED TO DISCIPLINE

a. The public schools are provided for all students.

b. Public schools are provided to assist all students to become productive and responsible members of society.

c. Teaching and learning are the central events in the School District.

d. Major responsibility for learning rests with the student. Major responsibility for teaching students rests with the teacher. Major responsibility for establishing a warm and supportive school climate rests with the leadership of the principal and the cooperative involvement of teachers, students, and parents.

e. A positive school climate and a supportive learning atmosphere enhance learning.

f. A significant part of the student's educational experience is learning appropriate behavior in a variety of settings.

g. The majority of students are well behaved.

h. A small percentage of students cause serious discipline problems.

i. School climate and learning atmosphere must be protected for the great majority of students who are serious about school work.

j. The purpose of a corrective action is to change behavior so the student, and others, can learn. The purpose is <u>not</u> coercion or punishment.

k. A unified approach by staff, parents, and community agencies is essential in changing the behavior and/or attitude of an "alienated" student.

l. A positive approach to discipline will improve the learning climate of the school and, in turn, improve achievement.

C. GENERAL RECOMMENDATIONS

1. Recommend that the School District tighten up on discipline both for the student and for the institution.

2. Recommend that attendance be recognized as a major School District problem; that a total coordinated effort be made to correct the problem.

3. Recommend that a firm stand be taken on criminal acts in the school, with specific mandatory sanctions.

4. Recommend that the District implement a major preventive discipline program, beginning in 1982-83.

5. Recommend that the District provide intervention programs to assist in improving skills, attitudes, and behavior of at-risk students.

D. IMPLEMENTATION RECOMMENDATIONS

1. Recommend that the approved recommendations receive a three year trial period, with a mandatory in-depth review and update at least annually.

2. Recommend that, on approval of the recommendations, the Superintendent assign the responsibility of preparing a timeline and action plan for implementation.

3. Recommend the appointment, on an interim basis, of an administrator to assist in immediate implementation of the adopted recommendations.

E. SPECIFIC RECOMMENDATIONS

1. Definition

Problem

The word "discipline" is interpreted differently by each individual. A specific agreed-upon definition, founded in a District philosophy, is needed to provide a firm framework for the policies.

Comments

"Discipline" may be defined in terms of controlling, punishing, or instructing.

The Statement of Rights and Responsibilities, following the WAC 180-40 defines discipline as:

> *"Discipline shall mean all forms of correction or punishment other than suspension and expulsion. It shall include the exclusion of a student from a class or activity by a teacher or administrator for not longer than the balance of the immediate class period. The student so excluded must remain under the control and general supervision of a District employee. Discipline shall also mean the exclusion of a student from any other type of activity, including all extracurricular activities, conducted by or in behalf of the District."*

Webster's Intercollegiate Dictionary poses several different types of definitions:

a. *"Training that corrects, molds, or perfects the mental faculties or moral character;*

b. *"Orderly or prescribed conduct or pattern of behavior."*

Recommendation

1. Recommend that the District adopt the following broad definition focusing on the educational aspects of discipline:

   Discipline is defined as orderly behavior, appropriate to the situation. In the school, discipline is directed at creating and maintaining a climate conducive to learning. An important part of each student's education is learning appropriate behavior, learning the consequences of inappropriate behavior, and developing self-control, self-discipline, and responsibility for one's actions.

2. Philosophy

Problem

While various Board policies and statements contain indications of a philosophical stance, there is no clear Board approved statement of philosophy. Therefore, there is no clear focus on which all policies could be based. There is a need for one overall guiding statement.

Recommend that the following philosophical statement be adopted:

> An important mission of the Seattle Public Schools is to help all students develop the necessary self-discipline to enable them to become functional, responsible members of American society.
>
> Seattle Public Schools foster an educational climate in which all participants may learn and grow. A high quality educational program is provided, designed to meet the needs of our diverse student population. The approach to discipline is preventive and positive.
>
> The purpose of discipline in the schools is an educational one. Disciplinary measures are designed to foster the educational climate and to help students to develop personal controls and responsibility for the consequences of their behavior.

3. Terminology

Problem

Confusion exists in interpretation of terms for corrective action, i.e., short-term suspension, long-term suspension, expulsion and exemption. Statistics become confused since the purpose of a long-term suspension is very different from the purpose of a short-term suspension.

Recommendations

1. Recommend that three types of suspensions be utilized:
   a. Short-term suspension - "not exceeding 5 consecutive school days." A corrective measure used to get the attention of the student and the parent to take those actions necessary to change or modify unacceptable behavior. In most cases 1-3 days is adequate; however, more serious infractions might require 5 days.* (Student automatically returns to school upon completion of the suspension.)
   b. Long-term suspension - "a period of time which exceeds a short-term suspension." A sanction imposed as the result of continuing disruptive behavior, or for committing a single serious act. (Student returns to the suspending school upon completion of the re-entry program.)
   c. Suspension from a school. This is a suspension from the school with no right to return.
      (1) Student would be referred to the Student Placement Office.
      (2) Necessary analysis would take place; re-entry conditions would be established.
      (3) Student may be placed in a re-entry program or, with the concurrence of line administration, placed in a regular school program at another location.
2. Expulsion. Recommend that expulsion shall mean "denial of further educational opportunities in the Seattle School District."
   a. This is to be considered a very serious action.
   b. Recommendations for expulsion would be made by the building administrator to the Directors of Elementary or Secondary Education Departments for approval or disapproval.
   c. Expelled students may reapply to the District at any time (WAC 180-40-275).
3. Exemption. An agreement between a parent and the school whereby the parent gives permission to authorize the school to excuse the student from attending. Frequently used in lieu of suspension.

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*Statement of Rights and Responsibilities

4. Discipline Responsibility

Problem

There is no clear assignment of responsibility for discipline. Various offices and individuals handle one piece of the puzzle. Neither the Board nor the Superintendent have expressed strong commitment to resolving discipline questions. Building administrators are caught between the priorities of working individually with students and defining clearly the acceptable limits of behavior. Gaps exist in administrative procedures. In general, everyone wants someone else to be responsible.

Recommendations

1. Recommend that all members of the school community actively deal with discipline. Examples:

   a. The School Board shall adopt clear discipline policies and shall consistently stand behind their policies, supporting all who act consistent with the policies.

   b. The Superintendent shall direct his staff to aggressively implement Board policies and regularly monitor progress towards improved discipline. He shall support all personnel performing their duties consistent with the District policies.

   c. The school principal is responsible for the conduct of the school. The principal shall involve members of the school community in the formulation and review of school rules consistent with Board policy. The principal shall involve other members of the professional team in dealing with behavior problems and shall make use of all agencies available for assisting students and parents. The principal shall support all personnel performing their duties consistent with the District policies and school rules.

   d. Teachers shall provide well-planned, challenging instruction. They shall work to maximize time students are engaged in learning tasks and consequently minimize opportunities for misbehavior. Teachers shall prevent discipline problems from disrupting learning for the majority of the class. Teachers shall enforce the rules of the school and shall support their principal in maintaining District policy and school rules.

   e. All other building staff members (secretaries, custodians, food service workers, paraprofessionals, nurses, psychologists, substitutes, etc.) shall help establish a positive learning climate in the school and deal as directed with misbehavior.

   f. Parents shall be held responsible for the behavior of their children. Parents are expected to familiarize themselves with school rules. They are expected to cooperate with school authorities and take part in conferences regarding their child's behavior.

Discipline Responsibility (Continued)

g. Each student shall be held responsible for knowing the school rules and for following them. Each student shall be expected to come to school to learn.

h. The School District shall assume that criminal violations will be dealt with by the Juvenile Justice System, the Police Department, and the County Prosecutor and will provide appropriate assistance. The School District shall rely on these agencies to assist in the enforcement of the mandatory attendance law and in potential crisis situations.

i. The School District shall rely on community agencies to provide programs and services to assist students and parents in resolving specific school-related problems.

2. Recommend that the Assistant Superintendent for Curriculum and Instruction is responsible for discipline throughout the District. This staff member shall:

a. Establish a central monitoring system to review school rules and make modifications in cases of noncompliance with District policy, regulations, or practice.

b. Establish discipline in-service training programs for principals and vice principals, for teachers and substitutes, for custodians, secretaries, food service workers, and all other staff.

c. Develop programs and procedures to eliminate the use of double standards in disciplining.

d. Develop a precise, accurate, timely system for collecting information regarding corporal punishment, suspensions, expulsions, and exemptions.

e. Receive community input regarding discipline.

f. Constantly monitor success and failure of disciplinary procedures and practices, making recommendations for change as necessary.

g. Clarify the role of all offices which have responsibilities related to discipline. (Student Placement, Hearing Officer, Student Information Office, etc.).

h. Recommend that a clear statement be made by the administration clarifying the degree and areas of autonomy for the building principal.

(1) All Seattle schools will conform in certain key areas (required curriculum, graduation requirements, basic disciplinary practices, mandatory minimum sanctions for certain offenses). These requirements must be clearly stated by line administration and no deviations allowed.

(2) Each school is encouraged to develop a personality and uniqueness of its own in clearly defined areas of autonomy.

i. Evaluate and act on requests for readmission of expelled students.

5. Expectations

Problem

A high priority for the community centers on high expectations for students. The general feeling is that all students can learn, that high academic and disciplinary expectations should prevail and that students should be assisted in developing self-esteem and high self-expectations. Parents expressed expectations for the classroom--that learning should be interesting, challenging, and designed to provide opportunities for the student to grow. School expectations included a safe, comfortable environment which provided nurturing and growth opportunities for everyone. While examples were given of schools which featured high expectations, consensus seemed to be that many schools had problems in this area.

Recommendations

1. Recommend the acceptance of the following list of expectations:

STUDENTS

- To respect themselves and the rights and property of others.
- To behave in a courteous, sensitive manner.
- To set high expectations for themselves.
- To develop and exercise self-discipline.
- To become a productive, responsible member of society.
- To make a concerted effort to learn.
- To attend all classes each day on time, ready to work and with all necessary learning materials.
- To maximize the time of learning.
- To know and comply with District and building rules.

TEACHERS

- To respect themselves and the rights and property of others.
- To behave in a courteous, sensitive manner.
- To set high expectations for themselves and all students.
- To model self-discipline.
- To foster self-disciplined behavior of all students.
- To maintain in all students respect for the rights of others.
- To prepare all students to become productive and responsible members of society.

Expectations - Teachers (Continued)

- To attend all classes each day on time and prepared to teach.
- To provide a supportive and effective learning atmosphere.
- To teach all students.
- To teach students, not just subjects.
- To maximize the time of teaching and learning.
- To present the prescribed courses of study in an interesting, challenging manner.
- To apprise all students of their progress frequently.
- To know and exemplify District and building rules.
- To operate as a member of the building team.
- To establish and maintain cooperative communication and positive interaction with parents.
- To develop an awareness and avoid any application of double standards.

PARENT/GUARDIAN

- To respect themselves and the rights and property of others.
- To behave in a courteous, sensitive manner.
- To set high expectations for the student.
- To model self-discipline.
- To foster self-disciplined behavior of the student.
- To instill in the student respect for the rights of others.
- To support the student in becoming a productive and responsible member of society.
- To nurture in the student a desire to learn.
- To encourage proper study habits.
- To ensure that the student attends all classes daily and on time.
- To establish and maintain cooperative communication and positive interaction with school personnel.
- To keep informed of student's performance and progress.

PRINCIPALS AND PROGRAM MANAGERS

- To respect themselves and the rights and property of others.
- To behave in a courteous, sensitive manner.
- To set high expectations for themselves, building staff, and all students.
- To model self-discipline.
- To foster self-disciplined behavior of all students and staff.
- To maintain in all students respect for the rights of others.
- To help prepare all students to become productive and responsible members of society.
- To ensure that all students and teachers attend all classes each day on time prepared to learn and teach.
- To provide dynamic leadership in establishing the best possible learning atmosphere.
- To assist teachers and staff to reach their fullest potential.
- To set the educational goals and climate for the building.
- To know and exemplify District and building rules.

Expectations - Principals & Program Managers (Continued)

- To establish and maintain cooperative communication and positive interaction with parents.
- To develop with the cooperation of staff, students, and members of the community, a building code of conduct.
- To apply that building code in a fair, firm, and expeditious manner.
- To develop an awareness and avoid any application of double standards.
- To support District programs and policies.
- To establish and maintain an open, honest relationship with the community.

ALL OTHER STAFF

- To respect themselves and the rights and property of others.
- To behave in a courteous, sensitive manner.
- To set high expectations for themselves and all students.
- To model self-discipline.
- To foster self-disciplined behavior of all students.
- To maintain in all students respect for the rights of others.
- To help prepare all students to become productive and responsible members of society.
- To operate as a member of the building team.
- To contribute actively to the learning atmosphere.
- To discharge their duties in a professional manner.
- To know and exemplify District and building rules and policies.
- To develop an awareness and avoid any application of double standards.

6. Legal-Educational Focus

Problem

An ongoing concern is the formal, legalistic approach taken on educational matters, seen to be confusing to many parents and non-legally trained staff members. School administrators feel victimized in legal hearings by advocacy groups and attorneys representing students. Decisions are perceived to be made sometimes on small technicalities. Criticism has been made that the Hearing Officer should not be a District employee. Questions have also arisen regarding the proper role of the School Board in student hearings. Is the role one of simply determining whether the proper procedures were used and whether the punishment fits the offense--or does the School Board play a different neutral, humanistic, or advocacy role? Finally, the Seminar notes the absence of due process for transportation-related discipline.

Recommendations

1. Request that a committee consisting of the Legal Office, line administration, Hearing Officer, and building administrators, examine the question of the formal, legalistic approach and alternatives to the present system.

2. Recommend that the Statement of Rights and Responsibilities be rewritten to make it more readable and understandable for intended readers.

   a. Recommend forming a committee of staff, parents, and students to accomplish this task. The Legal Counsel's Office should be used in an advisory capacity.

   b. The educational context for discipline should be emphasized. It is proposed that the document stress responsibilities and include the definition, philosophy of discipline, and the goal of self-discipline.

3. Since discipline is viewed as part of the educational process, recommend continuation of an educator in the Hearing Officer role.

4. Recommend clarification in writing of the role and process of the School Board in student hearings.

5. Recommend review and updating of the appeal process and due process rights for students suspended from buses on transportation-related discipline.

7. Support

Problem

There is a general feeling among the staff that individuals who take a stand and enforce the rules are not supported sufficiently by their superiors, ranging from teacher to principal through Student Placement coordinators or Hearing Officer, to the Board. There is no reward for following the rules. Some teachers and building administrators, on the other hand, seem to expect that their actions will be supported, right or wrong. Serious communication problems appear to exist as demonstrated by perceptions of the roles of various individuals in discipline matters. The problem appears to include the lack of very clear and definite District procedures. There is a need for strict accountability for the performance of individuals involved and firm sanctions applied to those who do not perform. The question of support and perception of support must be resolved before any improved system can be in place.

Recommendations

1. Recommend that revised procedures include a clear and concise statement of expectations for disciplinary responsibility and roles at all levels; student - teacher - building administration - parent - line administration - community - Legal Department - Security - Student Placement - Hearing Officer - Board members.
2. Recommend that adequate time be provided annually for review and discussion with principals on the requirements and expectations related to discipline procedures.
3. Recommend regular meetings and training sessions with secondary vice principals and line administrators to discuss requirements, expectations, problems, and solutions.
4. Recommend strict accountability for performance at all levels with appropriate, constructive, and honest feedback. In particular, recommend that the procedure be made crystal clear that once a problem is referred to the next higher level, the new person is responsible for handling the case. Therefore, the correction may or may not be the same as originally recommended; and that this does not imply lack of support.
5. Recommend that all requests for information or statistics on discipline-related matters go to line administration rather than each building individually.
6. Recommend that the Legal Office provide necessary support in hearings where the student brings a private attorney.
7. Recommend development of procedures to provide support to staff who have made judgments based on Board policy and procedures; and for providing sanctions when Board policy and procedures are not being followed.
8. Recommend that adequate time be provided annually for review and discussion with Board members on the requirements and expectations related to discipline procedures.

8. Communication

Problem

An extensive communication problem exists as evidenced by comments from school staff, parents, students, and support staff. Clear messages are not given to students regarding expectations; parents are not informed early, in time to assist in improving the student's behavior; central offices sometimes operate on certain assumptions which appear to be different from those of building staff; staff support organizations have no routine feedback mechanism to line administrators. There is a wide range of perceptions on the state of discipline in the schools. The District does not convey to the public the fact that considerable consistency exists. Repeatedly the comment is made that the positive activities in the School District receive minimal publicity while the negative side receives a great deal of attention.

Recommendations

1. Recommend that each school develop a system for systematically informing parents when a problem is identified. Teachers must be involved in this activity.

2. Recommend clear direction be provided central office staff on their responsibility for placing students in regular school programs and on the conditions for entry or leaving special programs.

3. Recommend a dynamic and aggressive public relations program at District and school levels on the good things the School District is doing.

4. Recommend the rewording of District documents, particularly those dealing with discipline, in easy to understand language, with an educational focus.

9. Criminal Behavior

Problem

Parents and staff expressed considerable concern regarding serious offenses such as drugs, alcohol, theft, and assault. Safety is the overriding concern. Problems exist in a standardized District approach to these problems, including treatment of outsiders, role of the police, security, and prosecutor. There is no Board policy on restitution for vandalism. Consistent treatment for criminal behavior needs serious attention.

Comments

Criminal acts and behaviors are not acceptable in the community at large and are not acceptable within the schools. To treat such behavior lightly gives students and community a false and misguided impression of societal expectations.

Recommendations

To preserve order and safety, the Seminar recommends:

1. That the practice of reassigning offenders to another school, with no required improvement or behavioral change, be stopped immediately.

2. That the District accept and require the attached list of mandatory sanctions for criminal violations.

3. That criminal violations be reported to school security and/or the police for appropriate action.

4. That the Legal Office and Security Department vigorously seek prosecution by the Prosecuting Attorney's Office on criminal acts which occur under school jurisdiction.

5. That a task force be convened to develop a process of fair and equitable restoration or restitution for damages done, placing responsibility squarely on the student and the parent.

PROPOSED MINIMUM SANCTIONS FOR CRIMINAL BEHAVIOR

Violation		Elementary	Middle School/High School	Other Actions
1. Drugs and Alcohol				
a) Possession and/or use	1st	Suspension	LTS	
	2nd	"	Expulsion	Police/Security
b) Sale and/or distribution		"	Expulsion	Police/Security
2. Arson		"	Expulsion	Police/Security + Fire Dept. Restitution
3. Assault		"		
a) Physical		"	Expulsion	Police/Security
b) Verbal Threat	1st	"	LTS	
	2nd	"	Expulsion	Police/Security
4. Burglary	1st	"	LTS	Police/Security
	2nd	"	Expulsion	
5. Extortion/Blackmail/ Coercion		"	Expulsion	Police/Security + Restitution
6. False Alarms	1st	"	LTS	Fire Dept.
	2nd	"	Expulsion	Police/Security + Fire Dept.
7. Illegal Gambling	1st	"	LTS	
	2nd	"	Expulsion	
8. Interference with School Authorities		"	Expulsion	Police/Security
9. Intimidation of School Authorities	1st	"	LTS	
	2nd	"	Expulsion	Police/Security
10. Malicious Harassment	1st	"	LTS	
	2nd	"	Expulsion	
11. Malicious Mischief	1st	"	STS/LTS (Severity)	Restitution
	2nd	"	Expulsion	Police/Security + Restitution
12. Possession of Stolen Property	1st	"	LTS	Police/Security + Restitution
	2nd	"	Expulsion	Police/Security + Restitution
13. Robbery		"	Expulsion	Police/Security
14. Theft	1st	"	LTS	Police/Security
	2nd	"	Expulsion	Police/Security + Restitution
15. Trespass	1st	"	STS (3 day)	
	2nd	"	LTS	
	3rd	"	Expulsion	Police/Security
16. Explosives & Weapons		"	Expulsion	Police/Security

(1) Due process will be provided as indicated in the Statement of Rights and Responsibilities.
(2) Special education students. The process agreed to by the District and the Office for Civil Rights will be used for special education students.

Definitions

1. Alcoholic Beverages, Illegal Drugs and Controlled Substances: Possession, use, sale, distribution, or being under the influence of alcohol, drugs, or controlled substances is forbidden.

2. Arson: Intentional setting of fire.

3. Assault: Physical violence or threats of violence to other persons or the taking of indecent liberties.

4. Burglary: Entering or remaining unlawfully in a building with intent to commit a crime.

5. Extortion, Blackmail, Coercion: Obtaining money or property by violence or threat of violence or forcing someone to do something against his/her will by force or threat of force.

6. False Alarms: Activating a fire alarm for other than the intended purpose of the alarm.

7. Illegal Gambling: Card playing, dice, or games of chance for money or other things of value.

8. Interference with School Authorities: Interfering with the discharge of the official duties of District personnel by force or violence.

9. Intimidation of School Authorities: Interfering with the discharge of the official duties of District personnel by intimidation with threat of force or violence.

10. Malicious Harassment: Maliciously and intentionally intimidating or harassing another person because of that person's race, color, religion, ancestry or national origin.

11. Malicious Mischief: Intentional causing of damage to property of another.

12. Possession of Stolen Property: Knowingly receive, retain, possess, conceal, dispose of stolen property.

13. Robbery: Taking of property from another by force or threat of force.

14. Theft: Stealing.

15. Trespass: Entering or remaining unlawfully in or upon school premises or some part of school premises. Students visiting at other than their assigned schools must first obtain permission from the building principal or designee.

16. Weapons and Explosives: Possession or use of weapons, explosives, fire-crackers, or other items capable of producing bodily harm.

10. Attendance Policy

Problem

Attendance problems constitute the greatest dilemma for the School District in the general area of discipline. There is no specific Board attendance policy. As a result, discipline for nonattendance, including class cutting, varies from school to school and covers a wide range of differences in sanctions. There is criticism by agencies and parents of the practice of suspension for nonattending students. There appears to be, further, a generalized idea that the school bears most of the burden for correcting nonattendance.

There is criticism by students that the schools are too soft regarding attendance, that nothing really happens as a result of cutting school.

There is great frustration of teachers that they cannot teach students who are not there. Considerable burden is placed on the teacher in cases of erratic attendance. Teaching time for the class is lost as the teacher attempts to help students catch up to the class. There is great concern by administrators on the amount of expensive staff time spent on the 10 percent of the students, especially at the high school level, who have chronic and repeated attendance problems. Of special concern are the related problems in the school created by students cutting classes--loitering, disturbances, etc.

Attendance must be recognized as a major problem. The problem cannot be corrected without drastic action and a total cooperative effort on the part of parents, students, staff, and community.

Recommendations

1. Recommend that the District take a firm stand on mandatory attendance and on sanctions for nonattendance.

2. Recommend that suspension be maintained as a sanction for nonattendance, as a last resort, following certain prescribed attempts to correct the problem. (See chart, following). Basically, we recommend, sequentially:

   a. That the teacher and student attempt to solve the problem.

   b. That the parent/student attempt to solve the problem.

   c. That the counselor/student/parent attempt to solve the problem.

   d. That agencies and community resources assist individual students and families in solving the problem.

   e. As a final step, that the administrator solve the problem. As part of this solution, the burden would be placed on the student to earn the right of re-entry to a regular school.

3. Recommend that a council of agencies be convened, staffed by a District employee, to develop a coordinated system of referrals and procedures for dealing with student referrals.

PROCESS FOR DEALING WITH UNEXCUSED ABSENSES

(Represents Individual Class Actions - Secondary)

Step	Number Unexcused Absences	Initiator	Others Involved	Action
1	1	Teacher	Student	Teacher discusses situation--determines cause and/or problem, calls home. Additionally, can exercise these options: (a) Imposes a classroom type sanction. (b) Works out a contract of further action (parent/student signed). (c) Refers problem to counselor.
2	2	Teacher	Parent/Representative	Teacher contacts parent by phone or mail requesting conference (including counselor and/or administrator). (a) Warns of further consequences. (b) Imposes a more severe sanction.
3	3	Teacher	Student Counselor Parent/Representative	Counselor reviews the situation checking class level and placement, health, learning or testing needs and/or other related problems. Makes appropriate class/schedule adjustments or other referrals as necessary. Communicates these to parent.
4	4	Teacher	Student Administrator Parent/Representative	Administrator holds a student/parent conference. Reviews prior actions, determines additional causes/problems, makes clear future actions and consequences. (a) Imposes a sanction (IBS-class drop-time-work crew-lines-other appropriate penalty). (b) Refers to community agency. (c) Recommends alternative educational options.
5	5	Teacher	Student Administrator Parent/Representative	Administrator/Student/Parent Conference. (a) Drops student from class. (1) Student with less than 4 classes is transferred to student placement. a) Reassigned to re-entry or other special program. b) Referred to community agency. (2) Exempted (with parental consent). (b) Failure to accept reassignment will result in (1) suspension, (2) expulsion, (3) referral to juvenile authorities.

No student will be removed from the class or the school until the above actions have been taken and the student and parent have had a chance to respond.

Notes on the Process:

- Five (5) unexcused absences in any class gives cause for a student to be removed from that class. Less than 4 classes is cause for removal from school/program.
- Teacher must take the roll and initiate prompt referrals to the appropriate office.
- To assist in maintaining appropriate behavior, students moving to a regular school program from a re-entry program will return under specific probationary conditions.
- All absences from school are unexcused unless the parent/guardian contacts the school in a timely manner (within 48 hours of the absence) either by phone or signed note, indicating a reason approved by the District. In disputed cases the building administrator will make the determination.
- Each school should have the flexibility to provide optional corrective measures which would allow students to reduce the possibility of sanctions.
- Some form of discipline other than exclusion from class may also be included at each step of the process for every unexcused absence (time make-up, work detail).
- At the beginning of each semester the process is begun anew for each student.
- Excused absences will have no penalties attached, but grades and/or credits may be lowered if specific attendance requirements, in writing, have been established for that class.
- For excused absences work may be made up.
- For unexcused absences work may be made up at the discretion of the teacher.
- A good faith effort must be made and documented at each step of the process before proceeding to the next step.
- High school students do not attain the next grade level until an appropriate number of credits are earned.

11. Double Standards

Problem

Related to the questions of consistency is the problem of different treatment of students based on ethnic and/or social class differences. Concerns have been expressed regarding staff ability to deal objectively with all races and classes. Many people feel that double standards exist; most feel that the double standards favor a group other than their own.

Comments

While the schools must consider the needs and differences of various groups and individuals, double standards are unacceptable and self-defeating. Much of the input to the Seminar indicated that double standards are applied in many ways. The most common practice involves the handling of problems of Black versus non-Black students and parents. The double standard is used to punish Blacks more severely; to avoid punishing Blacks; to be more tolerant of high achievers and students from high income families; to punish White students more severely because they should know better; to punish remedial students and students from low income families more severely; to avoid disciplining special education students; and to avoid punishing females.

The reasons given for double standards include: limited skills in how to communicate effectively with people of different racial or economic backgrounds; a lack of understanding of different ethnic or cultural groups; fear of verbal or physical abuse; a desire to avoid confrontation with students or parents; fear of being labelled a racist; lack of strong administrative support; White administrators uncomfortable when dealing with Blacks; Black administrators uncomfortable when dealing with Whites; and societal differences in dealing with males versus females.

Of concern also is the question of double standards applied to staff versus students in the schools. Parents and students resent the application of basic rules to students and the flaunting of the same rules by staff.

Recommendations

1. The District must recognize the existence of double standards and/or perceptions of double standards. Recommend a District goal to eliminate double standards in all aspects of the operation.
2. Recommend that strong administrative leadership be provided, centrally and in the schools, to assist staff to eliminate the problem.
3. Recommend that clear and high expectations be adopted for all staff and all students.
4. Recommend that each school develop a total staff/parent/student team approach to discipline, including straightforward discussion of the question of double standards.
5. Recommend that staff development opportunities be provided to improve staff skills in dealing with all students and parents in a positive and effective manner regardless of ethnic origin, special placements, economic class, or sex.

12. Corporal Punishment

Problem

There is a definite split among community members and staff on the need or desirability of corporal punishment. Those who spoke against the practice made strong statements. Many groups, however, did not consider corporal punishment as a priority item for discussion. Consensus exists that students need limits and, at times, restrictions and correction. The disagreement appears to focus on the means of correction. Building principals feel that a variety of disciplinary/control methods should be available to them. Corporal punishment, as one means, carefully controlled, is not objectionable from the point of view of some administrators.

Recommendations

There is no consensus among community or staff on the practice of corporal punishment. Present procedures (H 08.06) allow the practice under controlled conditions. Recommend that the option of corporal punishment be continued, to be used as a drastic measure and after other methods have been tried. Recommend the following:

1. Corporal punishment - changes in current procedures underlined.

   a. Corporal punishment (spanking) shall be administered only by principal/program manager or their certificated designee in the presence of and witnessed by another District employee in an office or some other area outside the view of other students. Such witness shall be informed beforehand and in the student's presence of the reason(s) for the infliction of corporal punishment.

   b. No cruel or unusual form of corporal punishment shall be inflicted upon the student; only reasonable and moderate force shall be applied and in no case may corporal punishment be inflicted upon the head of a student.

   c. Parents or guardians may request that corporal punishment *not* be used with a child, with the understanding that an alternative form of discipline will be used. Forms and explanations will be provided by the school.

   d. Parents or guardians~~, upon their request,~~ shall be provided a written explanation of the reason(s) for the infliction of corporal punishment and the name of the witness who was present at the time corporal punishment was administered.

2. Recommend that all incidents of corporal punishment must be reported to line administration.

3. Recommend that data be analyzed on a regular basis.

Reference: Corporal Punishment Task Force Report, May 1981

13. Suspension Rates by Ethnic Groups

Problem

The highest rate of corrective action is consistently with minority groups. Within this group, the highest rate is consistently Black male students.

Recommendations

1. Recommend a thorough awareness campaign for District staff on these differences in suspension rates.

2. Recommend that a formal plan be presented by line administration to the Superintendent on procedures to investigate the problem and find reasonable solutions with, as a minimum, an annual report to the Board.

3. As part of this plan recommend a formal analysis by each building principal on the situation in their own building and plans to resolve any existing problem.

14. Consistency

Problem

Many community and staff people feel strongly about the need for consistency in rules and sanctions District-wide. Others fear that centrally imposed rules would limit the flexibility at the building level. Parents tend to feel that students are confused as they move to various schools or as they change school levels, by widely varying discipline standards. Therefore, the public tends to consider discipline procedures to be arbitrary and inconsistent.

Recommendations

1. Recommend that a clear statement be made by the administration clarifying the degree and areas of autonomy for the building principal.
   a. All Seattle schools will conform in certain key areas (required curriculum, graduation requirements, basic disciplinary practices, mandatory sanctions for certain offenses). These requirements must be clearly stated by line administration and no deviations allowed.
   b. Each school is encouraged to develop a personality and uniqueness of its own in clearly defined areas of autonomy.
2. Recommend the retention of flexibility at the building level in the form of house rules which may differ from school to school. Recommend the development of an improved monitoring process for development of school rules.
   a. Each building must comply with state law by preparing and publicizing a set of school rules.
   b. These rules must be developed conjointly with parents, staff, and students. Paired and triaded schools must consult on school rules to avoid gross changes in practices from school to school.
   c. Recommend a central monitoring system to review school rules and make recommendations in cases of noncompliance with Board policy, District regulations, or general District practice.
   d. Recommend a systematic sharing of rules by principals at a given level in order to improve the amount of consistency and limit the range of sanctions for any given offense.
3. Recommend that a working committee of principals at each school level be appointed to propose a list of offenses that carry minimum sanctions. The Seminar recommends consideration of consistent corrective action for cheating, fighting, disruption, misrepresentation, smoking, radios, etc.
4. Recommend the adoption of specific sanctions for criminal offenses (see Criminal Behavior, page 12).
5. Recommend that flexibility be provided the building administrator in the application of sanctions for other offenses and in the conditions for return to the school program.

15. Preventive Discipline

Problem

The community is greatly concerned about the 90 percent of the students who create very few school problems. Many people commented on the need for positive school climate and orderly structured environment and objective, fair, humane treatment for everyone. Many comments were made regarding the need for staff training for principals, vice principals, teachers, other school staff, and students. High academic expectations are a necessity; students must be challenged in every class. All staff and all adults must be visible and must share the responsibility for school climate and objective standards. A great deal of attention is needed to prevent problems.

Comments

The major objective of any discipline effort has to be preventing discipline problems before they arise and helping students become responsible for self-discipline. A concerted effort at preventive discipline will eliminate problems in 90 to 95 percent of the students. Every staff member has a responsibility to assist with preventive discipline.

The following are components of a preventive discipline program:

- Viewing behavioral improvement as an educational process rather than a punitive action.
- Positive reinforcement of students.
- Staff, student, and community development of building rules.
- Challenging of all students.
- Positive school climate.
- Good two-way communication between home and school.
- Instruction geared to individual student needs.
- Students' respect for themselves and everyone else.
- Close cooperation between home and school.
- High academic expectations.
- Extensive student involvement in class and extracurricular activities.
- Emphasis on student success.
- Genuine interest in individual students and their needs by all staff.
- Common building goals, understandings, and procedures.
- All staff commitment to positive discipline.
- Student, parent, and staff understanding of all rules.
- Equal treatment of everyone.
- Pleasant physical environment.
- Concentration of instructional time on teaching.

Some programs are available which incorporate many aspects of positive discipline including, for example:

Discipline Without Tears
Dr. Pino's Positive Discipline Program
Individual Education
Assertive Discipline
Local schools with model positive discipline programs

Everyone at each level has a responsibility for making positive discipline work.

Recommendations

1. As part of the educational improvement plan, recommend that each school staff develop a positive discipline program during 1981-82.

2. In the evaluation process, recommend that every certificated employee include goals and supporting strategies for the improvement of positive discipline.

3. Strong criticism has been voiced that high schools teach subjects, not students. Recommend that, in developing school improvement plans, each high school address this question specifically and establish annual goals to improve the student focus in the high schools.

4. Recommend that during the 1982-83 school year, the District implement a comprehensive program on preventive discipline at all levels including extensive in-service opportunities.

5. Recommend that a task force be formed at each school level to oversee the development, implementation, and evaluation of a District-wide positive discipline program.

16. School Climate

Problem

Of top concern to parents and students is an orderly, supportive school climate conducive to learning. Parents want each student respected as a valued person; they want good behavior and achievement recognized. The community expects the principal to exert strong leadership and to set a positive tone for students, staff, and community. Where this happens the community appears to support the school and its activities. Where it does not, a great deal of concern was expressed about every part of the school program.

Recommendations

1. Recommend that the establishment of an orderly, supportive school climate be established as top priority for every building principal and program manager.

2. Recommend that plans for improvement in school climate, together with attention to preventive discipline, be developed in each school during 1981-82.

3. Recommend that each principal place a priority on a total school approach to improvement, including staff, students, and parents in all planning efforts.

17. Suitable Educational Programs

Problem

In the process of examining the files of students who were expelled in 1980-81 it was noted that the main characteristics of this group of students were low academic achievement and poor school performance. When such students are automatically promoted, they fall further and further behind their grade level and are more likely to create disciplinary problems.

Recommendations

1. Recommend discontinuation of automatic promotion for students leaving a particular level (primary, intermediate, middle school).

   a. Recommend that specific promotion criteria be developed jointly by a District-wide committee including principals and teachers from the two school levels involved.

   b. On questionable cases, recommend agreement by the two principals and parents involved on the desirability of a probationary placement at the higher level school. If the student cannot perform to the higher level, recommend prompt re-placement in the lower level school.

   c. Recommend as a standard District procedure that high school students move from one class to the other (freshman to sophomore, for example) only after acquiring the proper number of credits.

      (1) Upon completion of 15 credits a freshman becomes a sophomore.

      (2) Upon completion of 30 credits a sophomore becomes a junior.

      (3) Upon completion of 45 credits a junior becomes a senior.

   d. Recommend that the Student Placement Department develop a monitoring system for students who have been retained in grade in a particular building. In no case can a student who has been retained in a grade be registered in the ensuing grade in another school.

2. As each school builds a program improvement plan, recommend specific attention be paid to the needs of the lower achieving students. Each school must offer a variety of approaches to meet the needs of the total school population.

3. Recommend that each school develop an ongoing review system to consider school programs in terms of the needs of the diverse student population. Recommend systematic modifications of the delivery system as appropriate.

4. Since a frequently-made complaint was that students skip dull and uninteresting classes, recommend that each administrator and department head analyze such complaints on a regular basis and upgrade the rigor and interest of classes as necessary.

5. For all academically-at-risk students, recommend that secondary counselors complete an educational assessment of the student and pro-actively identify alternative/special school placements to best meet the needs of the student.

18. Training

Problem

Professional training for educators does not cover, in most cases, the area of discipline. Educators are not prepared for such things as criminal violations, violent behavior, etc. Classroom management techniques are learned on the job with only sporadic opportunities to improve these teacher skills. Vice principals are appointed to their positions and basically learn on the job with little ongoing collegial support or training. Custodians, lunchroom staff, and others, are placed on the job with little understanding in this area. A serious need exists for training for everyone on behavior management questions.

Recommendations

1. The District must plan for ongoing training to upgrade the awareness and skills of all staff.
   a. Specific recommendations regarding training appear in other sections of this report.
   b. Faced with serious budget cuts, advanced planning for training becomes critical.
   c. Recommend consideration of the following options:
      (1) Utilize funds from grants to the maximum extent possible.
      (2) Provide mandatory training sessions in required building staff meetings.
      (3) Provide released time for staff, with students dismissed early or arriving late on a quarterly basis.
      (4) Provide time before school starts in September to focus as a staff on District priority questions.
2. Recommend that the Superintendent work with the teacher training institutions on the inclusion of discipline and classroom management techniques in their programs.

19. Intervention Programs

Problem

In many instances sanctions are applied to a student and the student is returned to a regular school program with no evidence that any demonstrated improvement in behavior or skills has occurred. There are few programs specifically structured to make changes in the behavior or skills of such students.

Recommendations

1. Elementary Schools. Recommend that an aggressive effort be made for early identification of possible problem students at the elementary level.
   a. In spite of budget cuts, recommend that a suitable number of student services workers be maintained to assist elementary principals in assessing at-risk students. The assessment should include diagnostic-prescriptive analysis to assist teachers in working with the students.
   b. Recommend that elementary principals utilize the established procedures for "school initiated" transfers (formerly disciplinary transfers) in appropriate cases. This procedure, designed as a preventive action or an alternative to suspension, seeks to improve the conditions of learning for the student.
   c. Recommend that youth-serving agencies be utilized to provide assistance in early resolution of student problems.
2. Middle Schools.
   a. Recommend that the re-entry program at the middle school level be primarily an in-house suspension program.
   b. Recommend that at least one District-wide corrective re-entry program be established for middle school students.
3. High Schools.
   a. Recommend an immediate stop on the current practice of transferring troubled students from one high school to another, with no change in attitude or behavior.
   b. Recommend that a top priority be given to the establishment of re-entry programs at the high school level.
      (1) That students on long-term suspension or expulsion be placed, when appropriate, in these programs.
      (2) That specific improvement criteria be established for each student in consultation with school staff, Student Placement coordinators, re-entry program staff, the student, and parents.
      (3) That student service workers be maintained in order to identify and assist secondary at-risk students.
      (4) That students be permitted to return to a regular school only upon meeting the conditions established with/for them and approval by the re-entry staff and the Student Placement coordinator.

(5) That on re-entry, behavioral development goals be established with/for the student. Further, that each re-entry student be assigned to a counselor as a high-priority client for assistance in meeting the assigned goals.

(6) That placement in a special program be considered an option for the student rather than return to a regular school; the same practice of establishing behavior goals and/or a contract would be utilized.

(7) That students re-placed in regular or special programs be considered on probation. Therefore, violation of school rules and/or the student's agreements, would lead to immediate reassignment to the re-entry program, suspension, or expulsion.

c. Recommend that all existing special programs be examined closely to determine their role in the re-entry program. Programs considered should include night school program, Seattle Alternative Secondary School, interim schools, alternative programs, in-house suspension programs, etc.

d. Recommend that the Special Education Department provide a re-entry program in a restricted environment for students who cannot, temporarily or permanently, function adequately in a regular school.

e. Recommend that an aggressive effort be made to involve community agencies in working on an individual basis with students and families referred to the re-entry program.

f. Recommend that the Bilingual Program staff work with line administrators to establish fair and equitable procedures for dealing with non-English proficient students.

20. Security and Police

Problem

Expectations of the Security Department do not match expectations and needs of building administration. The role of security as a preventive force is not clear. Roles sometimes become confused. Responsibilities for reporting, pressing charges, and follow-up to the Police Department are not clear.

Recommendations

1. Recommend that a study be undertaken jointly by line administration, Security Department, and building principals to determine alternatives on the role and function of the Security Department. As a result of this study, a recommendation should be made to the Superintendent for implementation in 1982-83.

2. Recommend that specific directions and procedures be prepared for reporting, pressing charges, and follow-up with the Police Department on certain cases.

3. Recommend the formation of a joint committee composed of representatives from Prosecutor's Office, Police Department Juvenile Division, Security, and line administration, to meet monthly to resolve school-related issues and concerns.

4. Recommend that a regular set of follow-up meetings be held at least semi-annually for communication and improvement purposes.

5. Recommend that in these meetings, specific attention be given to preventive measures to avoid problems identified nationally.

21. Records

Problem

There is no one place that an investigator can go to get full information about a particular student. School folders do not contain full records of the student's formal disciplinary action, hearings, etc. School people object to the assignment of alienated students with no records to inform the school of previous deviant behavior. A clear trail of disciplinary actions is not visible. Interpretations of reporting requirements appear to vary. Statistical information, therefore, becomes suspect.

Recommendations

1. Recommend the immediate appointment of a task force to review student record system. The following should be included in the review.
   a. A definite system for creating a paper trail regarding all corrective actions for students, with full consideration of the confidentiality constraints.
   b. Improve reporting forms with particular attention to clearing up the confusion on the OCR forms. Include differentiating types of suspensions.
   c. Review reporting procedures regarding corrective action, including corporal punishment and exemptions.
   d. Create a central location for a total file on disciplinary actions for students. This file must specify the nature of the previous disciplinary actions.
   e. Create a system for informing the receiving school of previous disciplinary actions.
   f. Create a system for ongoing statistical reports. Procedures must be clear enough to collect consistent type of information from each school.
   g. Include a system where reports come to line administration first for forwarding to other central offices.
   h. Of top priority: Keeping the reporting system easy and quick, with no increase in paperwork.
2. Recommend that meetings be held with building principals and/or vice principals to get 100 percent consistency on information to be recorded and reported.
3. Recommend a review of procedures regarding student records at the school level. Clear criteria must be provided on what is appropriate to maintain in a student record, what should be maintained when the student leaves, and what should be forwarded to the new District receiving school.
4. Recommend that the Student Information Office devise a system for deriving clear-cut statistical information on corrective action taken by each school for each student.

F. BOARD POLICY RECOMMENDATIONS

Problem

There are a minimum number of Board policies dealing with the question of discipline. Community and staff perception is that there are gaps in the policies. The program is scattered and fragmented and no clear direction for staff and students is provided.

Recommendations

A. Policy Recommendations

1. Attendance. That the Board adopt the following policy:

   It is the policy of the Seattle School Board that attendance is mandatory. Unexcused absences will be subject to disciplinary action.

2. Student Conduct. That the Board modify the policy as follows:

   It is the policy of the Seattle School Board that discipline shall be maintained in the classroom in order for maximum learning to take place and that students and staff shall at all times conduct themselves in keeping with the policies, rules and regulations of the School District; ~~including regular attendance~~.

3. Retention. That the Board adopt the following policy:

   It is the policy of the Seattle School Board that students will be promoted to the next school level only when they have achieved a satisfactory level of performance.

4. Readmission of Students After Disciplinary Action. The present policy states:

   It is the policy of the Board of Directors to readmit, expeditiously and prudently, students who have been suspended or expelled from school due to their violation of Seattle School District rules.

   Recommend modification as follows:

   It is the policy of the Board of Directors to readmit; ~~expeditiously and prudently;~~ students who have ~~been suspended or expelled~~ received a long-term suspension or expulsion from school due to their violation of Seattle School District rules provided the student has demonstrated improvement in those attitudes and/or behaviors which led to the disciplinary action. The District shall provide appropriate re-entry programs to assist students to develop the prescribed changes.

5. Restitution. That the Board adopt the following policy:

   It is the policy of the Seattle School Board to seek restitution from persons--or in the case of minors, their parents--who have caused damage to property belonging to the District.

B. Other Recommendations. Recommend that the Board acknowledge the definition, philosophy statement and expectations, preferably through adoption of a Board resolution or a Board policy.